DOCUMENT RESUME

ED 365 215 HE 027 006

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TITLE	Freshmen in the Spotlight. Report on Enrollments at Public, Four-Year Colleges and Universities, 1987-88.
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
PUB DATE	Jun 88
NOTE	51p.; Cover title varies slightly.
AVAILABLE FROM	NASULGC Office of Public Affairs, One Dupont Circle, Suite 710, Washington, DC 20036-1191.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Education; Black Colleges; *College Freshmen; College Housing; College Students; Educational Finance; Enrollment; *Enrollment Trends; Financial Support; Higher Education; Land Grant Universities; Minority Groups; Parent Financial Contribution; Public Colleges; *State Universities; Student Financial Aid; Student Needs

ABSTRACT

The 1987-88 report of enrollments at public four-year colleges and universities offers data in many categories but provides analysis particularly of college freshmen data. The data for the report are from the national survey of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grand Colleges (NASULGC). The analysis of freshman enrollment first looks at regional changes and changes at historically black colleges and universities. It then provides a profile of the freshman class of 1987 that covers full- versus part-time attendance, minority student attendance differences, college selection, parental influence on choice of studies, and the financial picture. An assessment of the future outlook for this group looks at employment prospects, the increased popularity of teaching as a profession, student assistance trends, and changing educational requirements. Appendixes make up half the document and contain five major tables presenting data on AASCU enrollment data (full-time, part-time and grand total); NASULGC data (full-time, part-time and grand total); nonaffiliated respondents (full-time, part-time and grand total); methodological notes, and a list of states in each regional category. (JB)

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American Association
of State Colleges and Universities
and
National Association of State Universities
and Land-Grant Colleges

Freshman in the Spotlight

1987-88 Enrollments
at Public, Four-Year
Colleges and Universities

ED 365 215

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FRESHMEN IN THE SPOTLIGHT

American Association of State Colleges and Universities

National Association of State Universities and Land-Grant Colleges

Report on

1987-88 Enrollments

at Public, Four-Year Colleges and Universities

by

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June 1988

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PREFACE

Freshmen In the Spotlight is a joint project of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). These organizations represent 90 percent of the nation's publicly assisted, four-year institutions of higher education.

Enrollment data for the public, four-year sector of higher education were originally collected by these associations as part of the early fall enrollment survey, initiated by the Association Council for Policy Analysis and Research (ACPAR) and coordinated by the American Council on Education (ACE) to fill a need for timely fall enrollment estimates in all sectors of higher education. Continued collection of data (surveys were begun in 1983) is permitting participating higher education institutions to monitor trends in various categories of students.

A 96-percent response rate for 1987 data indicates that the estimates for the entire population of four-year institutions are reliable, despite the reporting idiosyncrasies of individual institutions.

The 374 college and university members of AASCU enroll 2.8 million students in credit courses. Sixty-one percent of AASCU institutions are comprehensive universities; 28 percent are general baccalaureate institutions, with primary emphasis on undergraduate education, and 5 percent are doctoral-level institutions. AASCU members grant more than 310,000 bachelor's degrees annually--approximately 33 percent of the nation's total--about 27 percent of the master's degrees awarded each year, and 7 percent of doctoral degrees.

NASULGC--the nation's oldest higher education association, which celebrated its centennial in 1987--represents 149 research institutions. NASULGC-member campuses enroll nearly 2.7 million students and include 53 principal state universities, 72 land-grant campuses, and 24 multicampus system administration offices. NASULGC members award more than 468,000 higher education degrees annually--including 60 percent of all doctorates--and in fiscal 1985 spent more than $13 billion on teaching, research, and public service programs.

The historic relationship between AASCU and NASULGC is reflected in the cooperation among their members in academic programs, as well as in research, public service, economic development programs, and advocacy of student financial aid programs. Members of both associations are dedicated to improving access to higher education for the traditional and nontraditional student.

This report details enrollment patterns--separately and combined--for AASCU- and NASULGC-member campuses. The study addresses enrollment trends for undergraduate and graduate students; first-professional students, and first-time freshmen.

This year's study concentrates on first-time freshmen--a surprising factor in boosting enrollments at many colleges and universities after years of forecasts by various analysts that enrollments of "traditional" college-age students would decline.

On behalf of our associations, we present this report in the hope that it will be useful to the academic community, government leaders, and others in understanding current trends and conditions in the nation's public, four-year institutions of higher education.

Allan W. Ostar
President
AASCU

Robert L. Clodius
President
NASULGC

June 1988

EXECUTIVE SUMMARY

Student enrollments at public, four-year colleges and universities in the United States increased 1.9 percent in fall 1987, compared with the previous year.

Estimated fall 1987 enrollment at these institutions was 5.42 million students, compared with 5.32 million students in fall 1986.

Enrollments at AASCU-member campuses climbed 2.6 percent, reaching 2.8 million students in fall 1987. Full-time student enrollments at these institutions increased 2.5 percent to 1.8 million students in fall 1987, while part-time student enrollments increased 2.7 percent to 1 million students.

Enrollments at NASULGC-member institutions climbed 1.2 percent in fall 1987, reaching 2.65 million students. Full-time and part-time student enrollments grew at a greater rate in 1987 than in 1986 at these campuses. Full-time enrollments grew to 1.95 million students--a .8-percent increase--and part-time enrollments reached 700,594 students--a 2.5-percent increase.

For the second year running, part-time, first-time freshmen attending public, four-year campuses was the enrollment category posting the largest increase--5.6 percent--totaling 68,122 students in fall 1987.

A .2-percent decrease was registered in the number of full-time, first-professional students--the only enrollment category to post a decrease.

Enrollment of full-time students--undergraduate, first-time freshmen, graduate, unclassified, nonmatriculating (enrolled for credit but not for a degree), and first-professional--is estimated at 3.75 million for all public, four-year campuses in fall 1987, compared with 3.69 million in fall 1986, a 1.6-percent increase.

Among full-time students, first-time freshman enrollments tallied the largest increase--3.8 percent--totaling an estimated 694,005 students in fall 1987, compared with 668,707 students the previous year.

Enrollment of part-time students--undergraduate, first-time freshmen, graduate, unclassified, nonmatriculating, and first-professional--is estimated at 1.66 million at public, four-year campuses in fall 1987, compared with 1.62 million in fall 1986, a 2.7-percent hike.

The Rocky Mountain and Southeast states tallied the biggest gains in full-time, first-time freshman students, with increases of 8.9 percent and 7.4 percent, respectively, compared with 1986 figures.

States in the Plains and Far West reported the greatest changes in the number of part-time first-time freshmen, both exceeding 14 percent.

Overall trends indicate few regions showed decreases in first-time freshman students. Outlying regions--U.S. trust territories--reported decreases in full-time and part-time freshmen. New England and the Mid East states reported decreasing part-time, first-time freshmen at rates of .1 percent and 1.5 percent, respectively.

Student enrollments at historically public black colleges and universities (HPBCUs) increased by 3.5 percent in fall 1987, with campuses reporting a total of 130,285 students.

All categories of full-time students posted increases at HPBCUs except full-time, graduate students. First-time, full-time freshmen tallied the largest increase--9.8 percent. Overall full-time enrollments at HPBCUs increased 2.4 percent in fall 1987.

Enrollment of part-time, first-time freshmen and part-time, first-professional students increased more than 15 percent at HPBCUs. However, these increases represent changes in a very small pool of students. For example, part-time, first-professional students increased by an estimated 10 students--from 60 to 70 students. Overall, part-time student enrollments at HPBCUs climbed 7 percent.

FRESHMEN IN THE SPOTLIGHT

Background

Overall enrollments at public, four-year colleges and universities have increased almost 2 percent between 1986 and 1987, with first-time freshmen specifically and part-time students generally bringing enrollments close to 5.5 million students.

Three reports from national and regional agencies support the findings of several AASCU/NASULGC enrollment studies:

* The number of freshmen at public colleges and universities is increasing at a rate exceeding the rise in high school graduates.

* The Center for Education Statistics (CES) Targeted Forecast of April 1988 again reported an anticipated increase in high school graduates from public schools, with increases predicted to continue through the 1988-89 school year. (1)

* State and regional changes in the number of high school graduates are expected to differ considerably. The Western Interstate Commission for Higher Education (WICHE) advises colleges and universities to guard against overreacting to expected declines. (2)

* The proportion of blacks between ages 18-21 who drop out of high school has declined to 17.5 percent, compared with 27 percent in 1975. (3) In view of the latest findings of the U.S. Bureau of the Census Current Population Surveys and the reports of minority student recruitment by public colleges and universities, an increased participation rate may be expected over the next two or three years.

The effect of these trends, coupled with the continuing increase in part-time students, will be continued enrollment increases at public colleges and universities until 1990. In fact, **88 percent of survey respondents to questions about enrollment conditions expected enrollments to remain stable or increase slightly in the next year.** Almost half of this group anticipated increases. The decline in higher education enrollments--projected by CES between 1990-1992--is expected to reverse after 1995, with the next wave of increases in public high school graduates. (4)

For the past two years, AASCU/NASULGC enrollment reports on four-year, public colleges have described social, political, and economic conditions working in favor of increasing enrollments. This enrollment report focuses more narrowly on the characteristics and participation of freshman students because of the large increases in this category of students.

An analysis of the responses to an annual survey of first-time freshmen by the Cooperative Institutional Research Program (CIRP)--a project of the American Council on Education (ACE) and the University of California, Los Angeles (UCLA)--and results of the High School and Beyond surveys provide

the primary source for a description of these characteristics. (5)

Enrollments in Public, Four-Year Colleges

All categories of students attending public four-year colleges and universities registered increases in fall 1987--except full-time, first-professional students.

For the second year running, part-time, first-time freshman enrollments increased the most--5.6 percent.

Full-time, first-time freshmen increased 3.8 percent, almost twice the rate of increase reported in last year's enrollment study.

TABLE I
Estimated Enrollments and Percent Change—Fall 1987
Public, Four-Year Colleges and Universities

Enrollment Categories	1986 Totals	Estimated 1987 Totals	Percent Change
FULL-TIME STUDENTS			
Undergraduate	3,216,547	3,273,472	1.8%
First-Time Freshmen	668,707	694,005	3.8%
Graduate	315,085	317,784	.9%
First-Professional	105,034	104,846	-.2%
Total	3,695,888	3,754,824	1.6%
PART-TIME STUDENTS			
Undergraduate	871,107	901,672	3.5%
First-Time Freshmen	64,490	68,122	5.6%
Graduate	439,974	454,200	3.2%
First-Professional	4,549	4,732	4.0%
Total	1,624,705	1,668,105	2.7%
GRAND TOTAL	5,320,593	5,422,929	1.9%

(See Appendix D for details of calculation of estimates.)

Degree-Granting Emphasis

The public college sector is composed of institutions with various missions. The balance of programs and degrees offered by public colleges and universities in the same state is maintained through careful scrutiny by policy-makers and governing boards. Enrollment changes at different types of institutions, therefore, reflect various interests and needs of students.

Public colleges enroll students for credit who are not, in any given year, seeking a degree. The 1987-1988 AASCU/NASULGC enrollment survey collected information on this student category, which previously was included in the catch-all category of "unclassified" students. The 355,450 non-degree-seeking students are counted in the full-time and part-time totals in all summary tables in this report.

Table II shows the differing effects of enrollment increases by primary degree-granting emphasis. The increase in part-time, first-time freshmen in doctoral institutions clearly stands out. Comprehensive and baccalaureate institutions reported their largest increases in full-time freshman students. Overall, baccalaureate institutions have shown the greatest growth in both full-time and part-time students.

Specialized institutions that typically focus on health sciences education, technology, and military-related studies showed substantial increases in first-time freshman students. These increases can be traced to recategorizations of part-time students at a few institutions, rather than to a prevailing condition at all specialized institutions.

TABLE II

NCES Institution Classification:
Percentage Change in Major Categories—Fall 1987
AASCU, NASULGC, and Nonaffiliated Combined

NCES Category	Total Full-Time Students	Total Part-Time Students	First-Time Freshmen Full-Time	First-Time Freshmen Part-Time
Doctoral	1.0%	2.5%	1.9%	14.5%
Comprehensive	1.9%	2.4%	5.6%	1.6%
Baccalaureate	4.5%	4.9%	6.2%	5.2%
Specialized	-.1%	3.2%	2.5%	12.8%

Enrollment Changes within Membership Groups

Enrollment comparisons were also made for three categories of association membership reflecting the major components of public, four-year higher education: AASCU, state colleges and universities, primarily comprehensive and general baccalaureate degree-granting institutions; NASULGC, primarily public doctoral and research universities and a number of four-year colleges; and nonaffiliated, a group of four-year public institutions that are not currently members of either public college association, including military service schools, health science centers, and specialized, technology-oriented institutions.

TABLE III
Estimated Enrollments and Percent Change—Fall 1987
AASCU, NASULGC, and Nonaffiliated Comparison

Enrollment Categories	AASCU Estimated Enrollment	AASCU Pct. Change	NASULGC Estimated Enrollment	NASULGC Pct. Change	Nonaffiliated Estimated Enrollment	Nonaffiliated Pct. Change
FULL-TIME						
Under-graduate	1,678,440	2.4%	1,624,269	1.0%	126,035	1.3%
First-Time Freshmen	359,628	5.8%	344,109	1.6%	25,168	2.7%
Graduate	77,977	4.5%	234,634	-.6%	16,913	4.6%
First-Professional	9,306	.3%	72,081	.1%	25,521	-1.0%
Total	1,800,306	2.5%	1,954,357	.8%	172,060	1.2%
PART-TIME						
Under-graduate	564,828	3.7%	352,694	3.7%	51,139	-1.3%
First-Time Freshmen	45,035	2.5%	26,386	10.8%	3,406	8.4%
Graduate	249,051	3.2%	211,107	3.2%	19,286	6.4%
First-Professional	1,323	-2.1%	3,198	7.1%	229	1.3%
Total	1,007,554	2.7%	700,594	2.5%	80,366	2.4%
GRAND TOTAL	2,807,859	2.6%	2,654,951	1.2%	252,426	1.6%

(See Appendix D for further information on calculations.)

Nonaffiliated institutions showed the greatest increases in graduate enrollments in full-time and part-time student categories. (SEE TABLE III.) Unlike other membership categories, nonaffiliated institutions reported decreases in part-time undergraduate students.

While increasing graduate enrollments remained a factor at AASCU-member campuses, the story this year is in the first-time freshman student category. Full-time, first-time freshman enrollments increased 5.8 percent, while part-time freshman enrollments increased 2.5 percent.

Land-grant and other major public and private research university members of NASULGC are experiencing continued growth in graduate enrollments. Additionally, this year the larger numbers of first-time freshmen, part-time undergraduates, and part-time, first-professional students brought the NASULGC campuses to an overall 1.2-percent enrollment increase.

Some decreasing enrollments were reported by survey respondents. AASCU-member institutions estimated a 2.1-percent decrease in part-time, first-professional enrollments. A slight .6-percent decrease was estimated by NASULGC campuses for full-time graduate enrollments.

TABLE IV

Percent Change: Full-Time and Part-Time Students--Fall 1987
AASCU, NASULGC, and Nonaffiliated Comparison

Membership	Undergraduate		Graduate	
	Full-Time	Part-Time	Full-Time	Part-Time
AASCU	2.4%	3.7%	4.5%	3.2%
NASULGC	1.0%	3.7%	-.6%	3.2%
Nonaffiliated	1.3%	-1.3%	4.6%	6.4%

Regional Changes: First-Time Freshmen

Any change in first-time freshman enrollments by region is closely watched by demographic analysts. For five regions--the Plains, Far West, Southeast, Southwest, and Rocky Mountains--the AASCU/NASULGC survey found substantial increases in first-time freshman enrollments. Additionally, these regions reported overall headcount enrollment increases.

TABLE V

Percent Change: First-Time Freshmen by Geographical Region—Fall 1987
AASCU, NASULGC, and Nonaffiliated Combined

Region	Full-Time	Part-Time
New England	2.0%	-.1%
Mid East	1.0%	-1.5%
Great Lakes	.4%	2.7%
Plains	4.5%	14.9%
Far West	4.0%	14.7%
Southeast	7.4%	5.1%
Southwest	5.4%	12.1%
Rocky Mountains	8.9%	5.7%
Outlying (Trust Territories)	-7.0%	-8.5%

(Appendix E lists the states in each regional category.)

For the states in the Plains, Far West, Southeast, Southwest, and Rocky Mountains, several reasons were cited for increases in freshman and overall enrollments. Respondents rated freshman recruitment as the No. 1 reason for enrollment hikes. Retention, increased public awareness of higher education, and adult education needs were the next three factors contributing to enrollment increases. Far West institutions reported that in-migration and a larger pool of eligible students were factors driving enrollment boosts. Southeastern institutions pointed to positive economic conditions and in-migration as conditions spurring enrollment in the region. New programs were credited by three regions for their contributions to increasing enrollments.

In these same regions, the majority of respondents expect enrollment increases next year. Another 30-44 percent anticipate enrollment stability next year.

According to the latest projections of high school graduates by the Western Interstate Commission on Higher Education (WICHE), these expectations are well-founded. **(6)** Fifty-five percent of the states in these regions are projected to have increases in the number of high school graduates from 1986-2004. In some states, increases in the number of high school graduates over the time period will hit 20 percent and above.

AASCU/NASULGC survey respondents reported these expectations:

o Seventy percent of respondents in the Plains expect enrollment increases or stability.

o Ninety-three percent of respondents in the Far West expect increasing or stable enrollments.

o Ninety-six percent of respondents look forward to enrollment stability or increases in the Southeast.

o Ninety-six percent of respondents in the Southwest report enrollment increases or stability will be maintained in the coming year.

o Ninety-six percent of those responding from the Rocky Mountain states report enrollments will increase or remain stable.

A little more than a quarter of the respondents in regions with enrollment increases expect the greatest fallout from these increases to be on student services and faculty hiring. Increasing enrollments will have an impact--according to about 24 percent of the responses--on instructional facilities and state support. Student housing was cited--at about the same rate--as a campus facility that will feel the pressure of increasing freshman enrollments. Discussion about enrollment caps is occurring--as a result of the enrollment surges--at a 16-percent rate among survey respondents.

Historically Public Black Colleges and Universities (HPBCUs)

Historically public black colleges and universities reported freshman recruitment as the major factor spurring their enrollment hikes. Increased retention, public awareness of higher education, adult education needs, and new programs were once more supporting players, resulting in an overall 3.5-percent enrollment increase. (SEE TABLE VI.)

Part-time students continued to drive up enrollments at HPBCUs, with increases in these categories of 8 percent or more. Large increases at HPBCUs in part-time, first-time freshmen and first-professional students represent changes over a small base of enrollments. **They reflect unique cases and should not be regarded as the prevailing rate of increase for all HPBCUs.**

Looking to next year, 66 percent of HPBCUs responding to the survey are anticipating enrollment increases. Thirty-three percent expect enrollment conditions to be stable. Increased enrollments, HPBCU respondents believe, will have the greatest impact on housing and state support levels.

TABLE VI
Estimated Enrollments and Percent Change--Fall 1987
Historically Public Black Colleges and Universities

Enrollment Categories	1986 Totals	Estimated 1987 Totals	Percent Change
FULL-TIME STUDENTS			
Undergraduate	90,452	93,102	2.9%
First-Time Freshmen	22,252	24,443	9.8%
Graduate	3,598	3,396	-5.6%
First-Professional	1,124	1,136	1.1%
Total	96,362	98,722	2.4%
PART-TIME STUDENTS			
Undergraduate	15,945	17,277	8.4%
First-Time Freshmen	1,241	1,467	18.2%
Graduate	8,764	9,480	8.2%
First-Professional	60	70	16.7%
Total	29,494	31,563	7.0%
GRAND TOTAL	125,856	130,285	3.5%

Freshman Snapshot: Class of 1987

The 1987 AASCU/NASULGC enrollment survey documents strong increases in full-time and part-time, first-time freshman students at public, four-year campuses.

This is the second year in the history of the joint enrollment report that this category has shown consistent growth across all types of institutions. From 1983 to 1986, part-time freshman enrollments were decreasing, while full-time enrollments changed annually.

According to the College Board's publication, Summary Statistics: Annual Survey of Colleges, average freshman enrollments decreased 7.4 percent at all postsecondary institutions from 1980-1986, with half of the decrease occurring in 1985-1986. (7) The College Board indicates that the loss of freshman students at two-year colleges between 1980-1986 was more than three times the rate of loss at four-year institutions.

Full-Time vs. Part-Time Attendance. Ninety-one percent of first-time freshmen at public, four-year colleges and universities attend full time. Nine percent of the 1987 first-time freshmen were attending on a part-time basis, according to AASCU/NASULGC enrollment survey respondents.

Full-time and part-time students have distinctive attendance characteristics. The 1987 CIRP study, The American Freshman, details student distinctions in parental background, choice of freshman institution, educational aspirations, and other areas. (8)

The CIRP data are based on a stratified sample and are normed for full-time, first-time freshmen. The part-time student response does not meet requirements to be included in the normative sample and ordinarily is not reported in the national norms of the CIRP report. However, this year AASCU obtained a special analysis of the freshman survey participants at its member institutions from CIRP, including a separate tabulation of part-time freshman respondents. The part-time data are presented for their descriptive value and correspondence with other findings about part-time student characteristics. The data on full-time, first-time freshmen at NASULGC members--public universities--is available in the published 1987 CIRP study, The American Freshman.

In the class of 1987, for example, full-time freshmen entered four-year public colleges and universities primarily in the same year as that of their graduation from high school. This is true for 96.2 percent of full-time freshmen at AASCU campuses and 98.2 percent of full-time freshmen at NASULGC campuses. Part-time students show more variety on this--and all subsequent characteristics--with 67.4 percent graduating from high school in 1987 and 17.9 graduating in 1984 or earlier. Both rates are higher than the pattern for all graduating seniors. According to analyses of High School and Beyond 1980 seniors, about half of graduating high school seniors follow a "normal" persistence route: full-time enrollment in all kinds of postsecondary institutions in the autumn following graduation from high school. (9)

The ages of first-time freshmen reflect this pattern. Seventy-seven to 78 percent of full-time freshman students are age 18 in the year they enter

college. Part-time students tend to be older: 55.3 percent are age 18; 14.4 percent are age 19; 11.3 percent are between ages 21-24.

Minority Student Attendance Differences. Minority students are more likely to attend public four-year colleges on a full-time basis but their participation rates vary. The proportion of Black students attending AASCU-member campuses is greater but Asian students are more likely to attend NASULGC-campuses as full-time students. Exceptional patterns are reported by American Indians, who have higher part-time participation rates. **(10)**

Choosing a College. Nearly two-thirds of freshmen at public four-year institutions are attending their first choice institution. Sixty-nine percent of those attending part-time selected the freshman institution as their first choice.

The 1987 freshmen indicated the three primary reasons for selecting their college or university: (1) the institution's academic reputation, (2) the record of jobs obtained by graduates, and (3) low cost.

Various other factors responsible for the choice of one's freshman institution are: prior experience or knowledge of the institution, proximity to home, cost, and programs offered. More than 3 percent of 1987 freshmen, attending full-time, had earned prior academic credits at their freshman institution, indicating established ties. Only 1.3 percent of part-time students had accumulated prior credits. **(11)**

For many freshmen, proximity to home is a key factor in choosing a college. Full-time freshmen--likely to be living on campus or in campus housing--are more evenly distributed among typical categories of distance between home and school. Even those at institutions 500 miles away are close enough to come home on a weekend or for holidays and special occasions. Seventy-seven percent and 71 percent of the full-time students planned to live in dormitories at land-grant institutions or state colleges, respectively.

Part-time students choose institutions closer to home because of their commuting needs. Thirty-nine percent of part-time students also pointed out that wanting to attend school near home was among their top three reasons for selecting a campus. Approximately two-thirds of part-time students reported planning to live with parents or relatives. As data on sources of financial support indicate, a substantial proportion of part-time students are working full time. For these students, getting to school from work in time for classes is likely to be a significant factor in the choice of an institution.

	Miles From Home to College				
	5 or less	6-10	11-50	51-100	101-500
AASCU					
Full-Time Freshmen	6.2	7.2	29.1	25.3	28.2
Part-Time Freshmen	17.3	22.8	45.1	6.6	6.4
NASULGC					
Full-Time Freshmen	4.0	5.7	18.7	22.6	39.5
Part-Time Freshmen (Not Available)					

Data Source: The American Freshman: National Norms for Fall 1987 and unpublished tabulations.

Parental Influence on Freshman Choice of Studies. Across the various categories of freshman students there was a shared interest in studying business and accounting. At NASULGC-member campuses--because of the program opportunities--students were eyeing engineering and premedical studies. Freshmen at AASCU-member institutions were also planning their studies in elementary education, psychology, communications, and the health professions.

Much is made of the "materialism" factor in students choosing to major in business-related fields, but the educational background and occupations of their parents are probably just as influential in the selection of academic majors by students. For full-time and part-time students, the most common occupation of their fathers' was business and skilled worker. Mothers tended to be identified as homemakers, businesswomen, or clerical workers. (12)

Distinctions between full-time and part-time students in the educational background of parents is seen in this comparison from the CIRP data:

Parental Education of Full-and Part-Time Freshmen

Attendance	Father			Mother		
	HS	CG	GS	HS	CG	GS*
AASCU						
Full-Time	29.0	21.1	14.1	38.2	17	7.6
Part-Time	36.6	16.1	7.8	49.0	9.3	6.0
NASULGC						
Full-Time	18.7	26.5	25.8	27.9	24.0	12.3

(* Abbreviations: HS=high school; CG=college graduate; GS=graduate school degree.)

The High School and Beyond study provides additional documentation about the influential role of parents' backgrounds in college enrollment decisions. Two-thirds of the class of 1980--whose parents had less than a high school education--never enrolled in postsecondary education, whereas only 29 percent of those whose parents had some college did not participate. Of the high school students whose parents had professional or advanced degrees, only 9 percent were not enrolled in postsecondary education institutions. **(13)**

Financial Picture. The financial picture for full-time and part-time students also differs, as the CIRP data on sources of financial support illustrate below. Full-time students are more dependent on aid from their parents, while part-time students rely heavily on their earnings from employment. Almost 20 percent of part-time freshmen work full time. For these individuals, work is the primary responsibility and probably makes college attendance possible. Loan and grant opportunities have traditionally been less available and less utilized by those attending college on a part-time basis.

A recent summary of research findings on the working patterns of high school and college students indicates that the hours worked per week by high school students are strongly related to the number of weeks they work per year after graduation. **(14)** Almost 50 percent of 1980 high school graduates enrolled in four-year colleges were working in their freshman year. Thirty-one percent of (1985) high school students were working part time, according to the Current Population Surveys of the U.S. Bureau of the Census. **(15)**

Selected Sources of Financial Support, Full-Time and Part-Time Freshmen Percentage of Respondents Reporting Receipt of Aid from Various Sources

SOURCE	AASCU FULL-TIME	AASCU PART-TIME	NASULGC FULL-TIME
Aid from Parents	80.0	58.8	84.9
Student/Part-Time Job	23.3	31.8	20.0
Student/Full-Time Job	1.8	19.5	1.2
Savings from Summer Work	57.3	38.5	63.0
Federal Guaranteed Loan	18.9	10.5	15.6
Pell Grant	17.5	10.9	10.8
State Aid	17.9	4.9	15.9

Data Source: The American Freshman: National Norms for Fall 1987 and unpublished tabulations.

The Outlook for the 1987 Freshman Class

The 1987 freshmen face various challenges: employment opportunities, financing their education, new curricula, and raised expectations about higher education held by the public and their own campuses. Their expected graduation date can no longer be pinpointed at four years after entry. A common assumption in higher education these days is that the average time to earn a degree is at least five years. This will clearly be different for full-time and part-time students, as an analysis of data contained in the High School and Beyond study shows. Only 19 percent of the 1980 high school seniors stayed in postsecondary education full time for four consecutive years. **(16)**

Although the biggest challenge for these students is probably economic, it is nearly impossible to predict the performance of the nation's economy in the next five years. Projections of employment trends are available however, and indicate some mismatches exist between the employment perspective of the current undergraduates and that of economists.

Employment Outlook. Employment projections are mixed for the period 1986-2000, with a general slowdown in the labor market predicted compared with the previous 14-year period. Job groups requiring the most education and training are estimated to be growing faster than the average.

The occupations that are forecast to tally the greatest employment growth between 1986 and 2000 are in the professional worker groups--engineering, computer specialties, and health professions are among those expected to surge. **(17)** A 38-percent growth is projected for technicians and related support workers. This group will grow twice as fast as total employment and notably includes occupations in the health technologies.

The fastest growing occupational groups include:

o Paralegal personnel (104 percent)

o Medical assistants (90 percent)

o Data processing equipment repairers (80 percent)

o House health aids (80 percent)

o Computer systems analysts (76 percent)

o Computer programmers (70 percent). **(18)**

The service workers group of occupations is expected to increase at a greater rate than total employment and account for more of the total growth in employment than any other broad occupational group. This is a notable exception because it is not considered a high educational attainment group. **(19)** Minority workers tend to be clustered in this broad occupational group. Although this group will be growing at a significant rate over the next 14-year period, the latest projections indicate that improvements in educational attainment for minorities will translate into improved employment opportunities.

The benefits of college attendance for various occupational groups is a popular topic when a discussion of investment in colleges and universities occurs. A Washington Post report on the economic fortunes of blue-collar workers cited several economic studies touting the substantial link between earning a college degree and increased income. One study by Michael Hout of the University of California, Berkeley, looked at the phenomenon of children obtaining better jobs than their parents. Hout points out that "nearly all the improvement in the chances of people of working-class origins in moving up resulted from having gone to college in the 1960's and 1970's. Those who didn't go to college had only one-tenth the chance of moving up." **(20)**

According to the 1987 CIRP report, there has been a continuing decline in freshman interest in engineering and in computing careers since 1982. Industry analysts and educators have been contemplating this discontinuity in choice and opportunity. A recent news analysis maintains that students have been unable to overlook recent declines in the fortunes of some of the more notable computer companies. Severe computer industry supply shortages in the 1990s are anticipated, confronting the expected growth rates quoted above. Salaries that have been stable are expected to increase in response to the supply shortage. **(21)**

In the same analysis, computer industry representatives report their preference for varied backgrounds in their new employees. In fact, one answer for the decreased interest in computing careers may be student awareness of this preference. As the data on choice of major indicate below, freshmen may be choosing majors wherein the computer is a primary tool but not the focus of study, such as business and engineering. **(22)**

Business: The No. 1 Major. Business continues to be the No. 1 choice as

an academic major for all college freshmen. The increasing number of women choosing business-related fields--particularly accounting--is a key factor in the enormous growth of the discipline. Goals of freshmen and their parents' life experiences may play equally strong roles in the choice of a business career. There is also a prevailing view that a greater variety of jobs are available for graduates in business-oriented fields.

High school and college administrators and academicians in business fields are eyeing the importance of integrating the liberal arts and business education. High school students, regardless of postsecondary plans, are urged to study the liberal arts, including communication of values, ethical conduct, critical thinking, and psychology. Business educators are looking at successful models that merge business and technical skills and the liberal arts. According to a new study of hiring and promotion policies of major corporations, this blend of skills is probably what employers want in newly recruited employees.

Liberal Education and Corporate America by Michael Useem supports some of the notions of graduates and entering students about the wisdom of choosing the business major. (23) Business executives--trained in business--are more likely to hire business graduates, and the pattern holds for executives with liberal arts backgrounds, too. Useem writes that liberal arts majors may begin more slowly, but their career successes are on par with those of business graduates.

An interesting survey finding--confirmed by interviews with corporate officials--is that employees with different majors tend to become involved in different aspects of a company. (24) For example, liberal arts graduates tend to be more involved in company outreach and community activities. At the same time, companies expect liberal arts graduates to be prepared to do a variety of jobs. Company executives report some disappointment about a perceived lack of technical knowledge, quantitative skills, and understanding of the language, culture, and experience of corporations in the liberal arts graduates they hire.

Useem's study recommendations extend to the postsecondary curricula of both types of graduates. Studies in the liberal arts should incorporate elements of business, and the value of liberal education should be strengthened for business programs. Useem found that a corporate culture valuing liberal education is more innovative and effective in its community relations and public affairs activities and more effective in the oversight of its international operations.

Many public colleges are already piloting courses and programs that combine liberal arts and/or international studies with business education. At a recent conference supported by Peat Marwick Main & Company, the following public institutions reported on such programs: Indiana University, Ball State University, Eastern Michigan University, University of Hawaii, University of Kansas, Clemson University, and the University of Toledo. (25)

Upswing in the Popularity of Teaching as a Career. Freshmen have also expressed a renewed interest in the profession of teaching. The 1987 CIRP study flags this interest (rising since 1982) as still falling "short of the

projected demand." In 1968, for example, 23.5 percent of entering freshmen expressed interest in teaching careers. In 1987, 7.9 percent of first-time freshmen at public, four-year colleges expressed interest specifically in a career as an elementary school teacher. The percent of all freshmen entering college who planned to pursue careers as teachers was 8.1 percent in fall 1987. A gradual increase began after the 1982 rate for all freshmen interested in elementary and secondary teaching hit a low of 4.7 percent and has grown to 6.2 percent in 1985, and 7.3 percent in 1986.

This interest by students in teaching as a career may be rewarded. An April 1988 CES forecast says 1.6 percent more teachers will be instructing students in public elementary and secondary schools in 1988. **(26)** CES data also forecast continued increases in elementary school teachers from 1988-1992. Public secondary school teachers are expected to decrease in 1989--after increases since 1983. The fall of 1990 will signal a new upswing for secondary teachers, as secondary school enrollment begins to rise.

A recently reported study of the plans of 1988 liberal arts graduates in New England independent colleges indicates more graduates may be choosing jobs over graduate study. **(27)** Corporate careers--reflecting the increase in business graduates--are popular, but the study also notes an increased interest in careers in social work and education. Public colleges are also concerned about such a trend, with its implication that the needed faculty pool will be diminished. Efforts are underway, for example, to study the potential pool of education faculty for schools and colleges of teacher education.

Paying the Bills. The latest studies of financing undergraduate education show that freshmen attending public colleges and universities need less support and graduate with less debt than at other postsecondary institutions.

About 46.8 percent of full-time undergraduates at doctoral and 47.3 percent of full-time undergraduates at other four-year public institutions received any financial assistance in fall 1986. A full 24 percent of undergraduates at public institutions financed their own education. **(28)**

Institutional aid is becoming an important source of student financial assistance, as the 1987 AASCU/NASULGC Student Charges report predicted.

Full-time undergraduates at public four-year and doctoral institutions reported that the amount of institutional aid received made up from 37-46 percent of financial aid received in the fall 1986. **(29)**

Researcher Cathy Henderson has reported on the average debt of 1983-84 college graduates. Using the CES Recent College Graduates follow-up survey, Henderson pointed out that the average college debt of graduates of four-year public institutions was $4,970. **(30)** The average debt of 1984 graduates of four-year institutions represents twice the average debt of 1977 graduates, according to Henderson's analysis. Increasing reliance on loans, institutional aid, and work savings are the primary trends facing the 1987 freshmen as they view the realities of higher education economics.

Changing Educational Requirements. Public college undergraduates will also be seeing--in the next five years--an extraordinary amount of attention focused on new curriculum requirements--such as mastery of a foreign language as a diploma requirement--new general education plans, interdisciplinary course configurations, and programs of individual and group assessment at their institution.

Nearly every state and its public systems of four-year campuses are involved in or planning assessment activities to improve academic programs. These are heavily dependent on student participation. Without student interest and cooperation in test taking, special projects, and advisement models, it is unlikely that these ambitious assessment programs will be successful.

The field of assessment is still considered a developing one, and much is being learned on an institution-by-institution basis. Therefore, there has been no effort to study the long-range effect on graduates as new employees, in terms of performance on the job and employer expectations.

An important movement in curriculum reform addresses the disjuncture between liberal and professional education. Educators are becoming increasingly aware that the outcomes considered important by professional and liberal arts colleagues overlap. A recent report studying the efforts needed to bridge the gap stresses integration, curriculum innovation, faculty development opportunities, and challenges external agencies, such as accrediting bodies, to encourage and reward the successful integration of liberal and professional study. (31)

CONCLUSION

A surge in 1987 freshmen is responsible for enrollment increases at many public colleges and universities this year. The increases at AASCU and NASULGC members are greater than those estimated by CES in December 1987 at public four-year institutions. (32) In that report, public two-year and private four-year institutions were expected to increase by 2 percent, while public four-year institutions were to experience a less than .5-percent increase.

A greater increase than anticipated in high school graduates and marketing programs aimed at recruiting students have paid off for many campuses. The implications of these increases for institutions will be to strike a balance among the need for new faculty, better facilities, and program improvements, while maintaining low cost for and public support of public higher education.

While the newest freshmen may be better prepared academically and view themselves as savvy in their career goals, they are facing challenges in the workplace and changes in public higher education as well. Academic reputations of institutions--the chief reason for their selection by freshmen--are earned at a continuing cost and will require student involvement in improving courses of study--an activity that will probably benefit the freshman class of 2000 more than contemporary college students.

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APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
ALABAMA			
Alabama A & M University	2,787	945	3,732
Alabama State University	2,790	813	3,603
Auburn University at Montgomery	4,022	1,431	5,453
Jacksonville State University	4,975	2,012	6,987
Livingston University	1,305	262	1,567
Troy State University	3,293	296	3,589
University of Alabama in Huntsville	3,047	3,476	6,523
University of Montevallo	2,076	625	2,701
University of South Alabama	7,106	2,928	10,034
ARIZONA			
Northern Arizona University	9,832	3,575	13,407
ARKANSAS			
Arkansas State University	6,662	2,026	8,688
Arkansas Tech University	2,690	668	3,358
Henderson State University	2,421	544	2,965
Southern Arkansas University	1,759	367	2,126
University of Arkansas at Little Rock	5,399	4,623	10,022
University of Arkansas at Monticello	1,604	277	1,881
University of Central Arkansas	5,405	1,209	6,614
CALIFORNIA			
California Maritime Academy	405		405
California Polytechnic State University	13,423	2,626	16,049
California State Polytechnic Univ., Pomona	12,221	6,096	18,317
California State University, Bakersfield	2,362	2,280	4,642
California State University, Chico	12,511	2,923	15,434
California State University, Dominguez Hills	3,528	4,341	7,869
California State University, Fresno	12,966	5,398	18,364
California State University, Fullerton	13,746	10,571	24,317
California State University, Hayward	7,154	5,301	12,455
California State University, Long Beach	20,141	14,785	34,926
California State University, Los Angeles	10,378	10,599	20,977
California State University, Northridge	17,103	12,616	29,719
California State University, Sacramento	15,172	8,956	24,128
California State University, San Bernardino	4,288	4,078	8,366
California State University, Stanislaus	2,382	2,589	4,971
Humboldt State University	4,984	1,268	6,252
San Diego State University	22,221	13,724	35,945
San Francisco State University	14,920	11,082	26,002
Sonoma State University	3,629	2,530	6,159
COLORADO			
Adams State College	1,793	1,809	3,602
Fort Lewis College	3,398	306	3,704
Mesa State College	2,821	1,089	3,910
Metropolitan State College	8,042	7,484	15,526
University of Colorado at Colorado Springs	2,858	3,015	5,873
University of Colorado at Denver	5,364	5,091	10,455
University of Northern Colorado	8,014	1,594	9,608
University of Southern Colorado	3,110	841	3,951
Western State College of Colorado	1,966	444	2,410

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Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
CONNECTICUT			
Central Connecticut State University	6,673	6,834	13,507
Eastern Connecticut State University	2,632	1,701	4,333
Southern Connecticut State University	6,672	5,624	12,296
Western Connecticut State University	3,081	3,054	6,135
DISTRICT OF COLUMBIA			
University of the District of Columbia	3,382	6,273	9,655
FLORIDA			
Florida A & M University	4,701	1,156	5,857
Florida Atlantic University	4,190	6,702	10,892
Florida International University	6,827	9,792	16,619
University of Central Florida	8,827	8,700	17,527
University of North Florida	2,347	4,546	6,893
University of South Florida	14,715	14,428	29,143
University of West Florida	3,045	3,559	6,604
GEORGIA			
Albany State College	1,524	522	2,046
Armstrong State College	1,717	1,334	3,051
Augusta College	2,381	2,219	4,600
Columbus College	2,142	1,469	3,611
Georgia College	2,792	1,510	4,302
Georgia Southern College	7,010	1,756	8,766
Georgia Southwestern College	1,436	644	2,080
Georgia State University	9,337	12,779	22,116
Kennesaw College	3,916	3,946	7,862
North Georgia College	1,752	368	2,120
Savannah State College	1,431	393	1,824
Southern College of Technology	2,409	1,360	3,769
Valdosta State College	4,753	2,303	7,056
West Georgia College	4,379	2,017	6,396
GUAM			
University of Guam	1,374	843	2,217
HAWAII			
University of Hawaii at Hilo	2,337	1,204	3,541
IDAHO			
Boise State University	6,484	5,205	11,689
Idaho State University	4,693	2,573	7,266
ILLINOIS			
Chicago State University	3,266	3,781	7,047
Eastern Illinois University	9,114	1,647	10,761
Governors State University	800	4,604	5,404
Illinois State University	18,324	4,817	23,141
Northeastern Illinois University	4,245	6,333	10,578
Northern Illinois University	17,791	7,664	25,455
Sangamon State University	1,071	2,836	3,907
Southern Illinois University at Edwardsville	6,431	4,617	11,048

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Western Illinois University	9,242	3,456	12,698
INDIANA			
Ball State University	15,144	3,975	19,119
Indiana State University	8,371	2,790	11,161
Indiana University - East	405	1,165	1,570
Indiana University - Southeast	2,102	2,770	4,872
Indiana University Northwest	1,937	2,712	4,649
Indiana University at Kokomo	996	2,239	3,235
Indiana/Purdue University at Fort Wayne	3,756	6,825	10,581
Purdue University, Calumet	2,779	4,299	7,078
University of Southern Indiana	2,698	1,926	4,624
IOWA			
University of Northern Iowa	8,935	2,496	11,431
KANSAS			
Emporia State University	3,724	1,735	5,459
Fort Hays State University	3,377	1,759	5,136
Pittsburg State University	4,001	1,595	5,596
Wichita State University	7,052	10,000	17,052
KENTUCKY			
Eastern Kentucky University	9,879	3,220	13,099
Kentucky State University	1,211	902	2,113
Morehead State University	4,702	1,788	6,490
Murray State University	5,342	2,034	7,376
Northern Kentucky University	4,746	5,190	9,936
Western Kentucky University	9,308	4,212	13,520
LOUISIANA			
Grambling State University	5,014	755	5,769
Louisiana State University in Shreveport	2,456	1,903	4,359
Louisiana Tech University	7,970	2,123	10,093
McNeese State University	5,470	1,968	7,438
Nicholls State University	5,327	1,764	7,091
Northeast Louisiana University	7,993	2,222	10,215
Northwestern State University of Louisiana	3,566	2,525	6,091
Southeastern Louisiana University	6,574	2,031	8,605
University of Southwestern Louisiana	11,564	3,855	15,419
MAINE			
Maine Maritime Academy	473	13	486
University of Maine at Augusta	570	2,955	3,525
University of Maine at Farmington	1,630	728	2,358
University of Maine at Fort Kent	298	352	650
University of Maine at Machias	425	406	831
University of Maine at Presque Isle	680	748	1,428
University of Southern Maine	4,331	5,215	9,546
MARYLAND			
Bowie State University	1,565	1,509	3,074
Coppin State College	1,468	1,014	2,482
Frostburg State University	3,385	862	4,247
Morgan State University	3,041	896	3,937

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Salisbury State University	3,502	1,458	4,960
Towson State University	10,116	5,426	15,542
University of Baltimore	2,006	3,003	5,009
University of Maryland, Baltimore County	6,539	3,022	9,561
MASSACHUSETTS			
Fitchburg State College	3,478	2,635	6,113
Massachusetts College of Art	1,031	1,142	2,173
Massachusetts Maritime Academy	613		613
Salem State College	5,362	3,904	9,266
Southeastern Massachusetts University	5,232	2,521	7,753
University of Lowell	7,808	6,526	14,334
Westfield State College	3,162	1,905	5,067
Worcester State College	3,196	3,705	6,901
MICHIGAN			
Central Michigan University	14,889	4,252	19,141
Eastern Michigan University	12,247	10,128	22,375
Ferris State University	10,482	1,135	11,617
Grand Valley State University	5,380	3,568	8,948
Lake Superior State University	2,099	807	2,906
Northern Michigan University	5,648	2,352	8,000
Oakland University	6,845	5,687	12,532
Saginaw Valley State University	2,733	3,028	5,761
Western Michigan University	15,029	8,307	23,336
MINNESOTA			
Bemidji State University	3,618	1,067	4,685
Mankato State University	11,377	4,008	15,385
Metropolitan State University	474	4,559	5,033
Moorhead State University	5,667	704	6,371
Southwest State University	1,889	470	2,359
St. Cloud State University	11,840	3,680	15,520
University of Minnesota, Duluth	5,764	4,950	10,714
Winona State University	4,604	1,819	6,423
MISSISSIPPI			
Alcorn State University	2,120	484	2,604
Delta State University	2,589	923	3,512
Jackson State University	4,926	1,104	6,030
Mississippi University for Women	1,190	853	2,043
Mississippi Valley State University	1,617	242	1,859
University of Southern Mississippi	8,721	3,232	11,953
MISSOURI			
Central Missouri State University	7,728	1,505	9,233
Harris-Stowe State College	570	1,033	1,603
Lincoln University	1,268	1,210	2,478
Missouri Southern State College	3,010	1,916	4,926
Missouri Western State College	2,675	1,229	3,904
Northeast Missouri State University	5,509	879	6,388
Northwest Missouri State University	4,049	1,174	5,223
Southeast Missouri State University	6,755	1,700	8,455
Southwest Missouri State University	11,855	4,796	16,651
University of Missouri at St. Louis	5,462	6,414	11,876
MONTANA			
Eastern Montana College	2,709	1,217	3,926

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Montana College of Mineral Science & Tech	1,313	453	1,766
Northern Montana College	1,164	286	1,450
Western Montana College	648	342	990
NEBRASKA			
Chadron State College	1,406	844	2,250
Kearney State College	5,779	3,602	9,381
Peru State College	947	523	1,470
University of Nebraska at Omaha	6,870	7,951	14,821
Wayne State College	2,081	843	2,924
NEVADA			
University of Nevada, Las Vegas	6,982	6,796	13,778
NEW HAMPSHIRE			
Plymouth State College	3,048	875	3,923
NEW JERSEY			
Glassboro State College	5,429	3,824	9,253
Jersey City State College	2,865	4,846	7,711
Kean College of New Jersey	5,748	6,577	12,325
Montclair State College	6,787	5,886	12,673
New Jersey Institute of Technology	4,309	3,402	7,711
Ramapo College of New Jersey	2,066	1,876	3,942
Stockton State College	3,949	1,173	5,122
Thomas A. Edison State College		5,859	5,859
Trenton State College	5,102	2,677	7,779
William Paterson College of New Jersey	5,388	3,867	9,255
NEW MEXICO			
Eastern New Mexico University	2,852	954	3,806
New Mexico Highlands University	1,507	594	2,101
Western New Mexico University	1,037	651	1,688
NEW YORK			
CUNY, Brooklyn College	7,486	7,475	14,961
CUNY, College of Staten Island	4,663	5,621	10,284
CUNY, Graduate School and University Center	3,173	485	3,658
CUNY, Herbert Lehman College	4,135	5,159	9,294
CUNY, Hunter College	9,039	10,618	19,657
CUNY, John Jay College	4,014	2,830	6,844
CUNY, Medgar Evers College	1,017	1,394	2,411
CUNY, Queens College	8,421	8,192	16,613
Empire State College	938	5,023	5,961
Fashion Institute of Technology	4,068	7,723	11,791
State University College at Brockport	5,034	3,113	8,147
State University College at Buffalo	8,377	3,674	12,051
State University College at Cortland	5,797	1,374	7,171
State University College at Fredonia	4,139	872	5,011
State University College at Geneseo	4,970	393	5,363
State University College at New Paltz	4,536	3,054	7,590
State University College at Old Westbury	2,455	1,173	3,628
State University College at Oneonta	5,148	649	5,797
State University of New York, College at Oswego	6,480	1,839	8,319
State University College at Plattsburgh	5,208	1,240	6,448

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
State University College at Potsdam	3,550	735	4,285
State University College of Tech, Utica/Rome	1,296	1,194	2,490
State University of New York at Purchase	2,342	1,821	4,163
NORTH CAROLINA			
Appalachian State University	9,562	1,508	11,070
East Carolina University	11,993	2,885	14,878
Elizabeth City State University	1,494	89	1,583
Fayetteville State University	1,952	687	2,639
North Carolina A & T State University	4,853	1,138	5,991
North Carolina Central University	3,501	1,587	5,088
North Carolina School of the Arts	446	41	487
Pembroke State University	1,849	796	2,645
University of North Carolina at Asheville	1,809	1,221	3,030
University of North Carolina at Charlotte	8,311	4,074	12,385
University of North Carolina at Greensboro	7,427	3,261	10,688
University of North Carolina at Wilmington	5,494	1,007	6,501
Western Carolina University	4,604	1,325	5,929
Winston-Salem State University	1,958	600	2,558
NORTH DAKOTA			
Dickinson State University	1,117	166	1,283
Mayville State University	594	147	741
Minot State University	2,658	425	3,083
Valley City State University	912	169	1,081
OHIO			
Bowling Green State University	15,352	2,608	17,960
Central State University	1,922	807	2,729
Cleveland State University	9,432	8,282	17,714
Kent State University	15,684	5,837	21,521
Shawnee State University	2,038	931	2,969
University of Akron	16,130	10,939	27,069
Wright State University	9,948	7,093	17,041
Youngstown State University	9,470	5,205	14,675
OKLAHOMA			
Cameron University	3,370	2,297	5,667
Central State University	7,086	6,780	13,866
East Central University	3,111	1,017	4,128
Northeastern Oklahoma State University	7,290	122	7,412
Northwestern Oklahoma State University	1,251	591	1,842
Oklahoma Panhandle State University	1,043	649	1,692
Southeastern Oklahoma State University	2,754	1,674	4,428
Southwestern Oklahoma State University	4,322	1,192	5,514
University of Science and Art of Oklahoma	777	507	1,284
OREGON			
Eastern Oregon State College	1,297	559	1,856
Oregon Institute of Technology	2,343	685	3,028
Portland State University	7,767	7,854	15,621
Southern Oregon State College	3,345	1,369	4,714
Western Oregon State College	3,007	652	3,659
PENNSYLVANIA			
Bloomsburg University of Pennsylvania	5,574	1,362	6,936

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
California University of Pennsylvania	4,471	1,404	5,875
Cheyney University of Pennsylvania	1,412	254	1,666
Clarion University of Pennsylvania	5,028	1,155	6,183
East Stroudsburg University of Pennsylvania	3,748	930	4,678
Edinboro University of Pennsylvania	5,200	1,209	6,409
Indiana University of Pennsylvania	11,436	1,969	13,405
Kutztown University of Pennsylvania	5,545	1,443	6,988
Lincoln University	1,252	28	1,280
Lock Haven University of Pennsylvania	2,679	373	3,052
Mansfield University of Pennsylvania	2,278	470	2,748
Millersville University of Pennsylvania	4,990	2,257	7,247
Penn State Erie, The Behrend College	2,221	519	2,740
Pennsylvania State Univ. at Harrisburg	1,401	1,688	3,089
Shippensburg University of Pennsylvania	5,145	1,285	6,430
Slippery Rock University of Pennsylvania	5,694	1,177	6,871
University of Pittsburgh at Bradford	618	375	993
University of Pittsburgh at Johnstown	2,517	629	3,146
West Chester University of Pennsylvania	7,767	3,544	11,311
PUERTO RICO			
University of Puerto Rico, Cayey Univ. Col.	3,022	299	3,321
University of Puerto Rico, Humacao Univ. Col.	3,239	546	3,785
RHODE ISLAND			
Rhode Island College	4,466	3,574	8,040
SOUTH CAROLINA			
Coastal Carolina College of U. of S. Carolina	2,581	1,073	3,654
College of Charleston	4,205	1,562	5,767
Francis Marion College	2,907	1,162	4,069
Lander College	1,883	379	2,262
The Citadel Military College of S. Carolina	2,745	1,295	4,040
University of South Carolina at Aiken	1,486	864	2,350
University of South Carolina at Spartanburg	1,932	1,151	3,083
Winthrop College	4,009	1,228	5,237
SOUTH DAKOTA			
Black Hills State College	1,752	378	2,130
Dakota State College	647	313	960
Northern State College	2,215	814	3,029
South Dakota School of Mines & Technology	1,499	432	1,931
TENNESSEE			
Austin Peay State University	3,434	1,849	5,283
East Tennessee State University	7,257	2,941	10,198
Memphis State University	12,322	8,148	20,470
Middle Tennessee State University	9,128	2,847	11,975
Tennessee Technological University	6,111	2,212	8,323
University of Tennessee at Chattanooga	4,549	2,806	7,355
University of Tennessee at Martin	3,842	1,238	5,080
TEXAS			
Angelo State University	4,032	1,778	5,810
Corpus Christi State University	1,189	2,481	3,670
East Texas State University	3,518	3,244	6,762

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
East Texas State University at Texarkana	294	820	1,114
Lamar University	6,941	4,430	11,371
Laredo State University	227	688	915
Midwestern State University	2,551	2,177	4,728
University of North Texas	14,960	7,420	22,380
Pan American University	5,616	5,156	10,772
Sam Houston State University	7,614	3,071	10,685
Southwest Texas State University	15,381	4,658	20,039
Stephen F. Austin State University	9,948	2,163	12,111
Sul Ross State University	1,371	735	2,106
Texas A & I University	3,698	1,657	5,355
Texas A & M University at Galveston	504	59	563
Texas Southern University	4,905	2,407	7,312
Texas Woman's University	3,821	4,503	8,324
University of Houston - Clear Lake	2,093	4,730	6,823
University of Houston - Downtown	939	6,291	7,230
University of Houston - Victoria	256	810	1,066
University of Texas at Dallas	2,215	5,520	7,735
University of Texas at San Antonio	7,192	5,687	12,879
University of Texas at Tyler	1,358	2,325	3,683
West Texas State University	3,843	1,899	5,742
UTAH			
Southern Utah State College	2,696	230	2,926
Weber State College	7,058	4,944	12,002
VERMONT			
Castleton State College	1,338	419	1,757
Johnson State College	1,027	346	1,373
Lyndon State College	791	208	999
VIRGIN ISLANDS			
University of the Virgin Islands	785	1,760	2,545
VIRGINIA			
Christopher Newport College	2,052	2,359	4,411
Clinch Valley College	850	189	1,039
George Mason University	9,399	8,713	18,112
James Madison University	8,989	1,833	10,822
Longwood College	2,748	219	2,967
Mary Washington College	2,636	717	3,353
Norfolk State University	6,075	1,646	7,721
Old Dominion University	9,999	5,641	15,640
Radford University	7,101	1,021	8,122
Virginia Commonwealth University	12,284	8,201	20,485
WASHINGTON			
Central Washington University	5,828	1,458	7,286
Eastern Washington University	6,424	1,592	8,016
Evergreen State College	2,622	433	3,055
Western Washington University	8,773	780	9,553
WEST VIRGINIA			
Bluefield State College	1,352	1,207	2,559
Concord College	1,819	561	2,380

APPENDIX A: AASCU RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Fairmont State College	3,719	1,706	5,425
Glenville State College	1,408	688	2,096
Marshall University	6,996	5,021	12,017
Shepherd College	2,130	1,790	3,920
West Liberty State College	2,154	296	2,450
West Virginia College of Graduate Studies	162	2,500	2,662
West Virginia Institute of Technology	2,187	627	2,814
West Virginia State College	2,346	2,157	4,503
WISCONSIN			
University of Wisconsin - Eau Claire	9,475	1,473	10,948
University of Wisconsin - Green Bay	3,274	1,682	4,956
University of Wisconsin - La Crosse	8,252	1,154	9,406
University of Wisconsin - Oshkosh	8,204	3,404	11,608
University of Wisconsin - Parkside	2,836	2,074	4,910
University of Wisconsin - Platteville	4,665	634	5,299
University of Wisconsin - River Falls	4,575	1,003	5,578
University of Wisconsin - Stevens Point	7,975	1,523	9,498
University of Wisconsin - Stout	7,032	623	7,655
University of Wisconsin - Superior	1,677	644	2,321
University of Wisconsin - Whitewater	9,195	1,648	10,843
University of Wisconsin Centers	6,152	4,674	10,826

APPENDIX B: NASULGC RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
ALABAMA			
Alabama A & M University	2,787	945	3,732
Auburn University	17,014	2,488	19,502
Tuskegee University	3,111	124	3,235
University of Alabama in Birmingham	7,886	5,593	13,479
University of Alabama, Tuscaloosa	14,487	2,679	17,166
ARIZONA			
Arizona State University	27,327	16,090	43,417
University of Arizona	24,216	8,793	33,009
ARKANSAS			
University of Arkansas, Fayetteville	11,251	2,437	13,688
University of Arkansas, Pine Bluff	2,491	566	3,057
CALIFORNIA			
University of California, Berkeley	28,632	3,423	32,055
University of California, Davis	18,554	2,293	20,847
University of California, Irvine	14,032	1,107	15,139
University of California, Los Angeles	32,982	2,453	35,435
University of California, Riverside	5,794	760	6,554
University of California, San Diego	15,213	1,376	16,589
University of California, Santa Barbara	17,144	735	17,879
COLORADO			
Colorado State University	16,539	2,182	18,721
University of Colorado, Boulder	20,991	2,334	23,325
CONNECTICUT			
University of Connecticut	17,549	7,003	24,552
DELAWARE			
Delaware State College	1,577	1,141	2,718
University of Delaware	14,487	4,580	19,067
DISTRICT OF COLUMBIA			
University of the District of Columbia	3,382	6,273	9,655
FLORIDA			
Florida A & M University	4,701	1,156	5,857
Florida State University	18,720	5,106	23,826
University of Florida	28,089	5,618	33,707
University of South Florida	14,715	14,428	29,143
GEORGIA			
Fort Valley State College	1,550	328	1,878
Georgia Institute of Technology	10,548	1,223	11,771
University of Georgia	22,347	4,200	26,547
GUAM			
University of Guam	1,374	843	2,217
HAWAII			
University of Hawaii	12,937	5,445	18,382

APPENDIX B: NASULGC RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
IDAHO			
University of Idaho	6,506	2,526	9,032
ILLINOIS			
Southern Illinois University at Carbondale	18,806	5,354	24,160
University of Illinois at Chicago	16,853	7,071	23,924
University of Illinois at Urbana-Champaign	33,185	5,785	38,970
INDIANA			
Indiana University - Southeast	2,102	2,770	4,872
Indiana University Northwest	1,937	2,712	4,649
Indiana University at Kokomo	996	2,239	3,235
Indiana University at South Bend	1,708	4,194	5,902
Indiana University, Bloomington	28,249	5,172	33,421
Indiana/Purdue University at Fort Wayne	3,756	6,825	10,581
Indiana/Purdue University at Indianapolis	9,280	14,338	23,618
Purdue University at West Lafayette	29,144	4,925	34,069
Purdue University, Calumet	2,779	4,299	7,078
Purdue University, North Central Campus	800	2,076	2,876
IOWA			
Iowa State University	22,425	4,175	26,600
University of Iowa	22,609	7,386	29,995
KANSAS			
Kansas State University	14,186	3,863	18,049
University of Kansas	20,736	5,570	26,306
KENTUCKY			
Kentucky State University	1,211	902	2,113
University of Kentucky	16,427	5,446	21,873
University of Louisville	12,042	9,406	21,448
LOUISIANA			
Louisiana State University, Baton Rouge	22,315	4,970	27,285
Southern University	8,290	1,521	9,811
Southern University in New Orleans	2,772	672	3,444
MAINE			
University of Maine	8,519	2,572	11,091
MARYLAND			
University of Maryland, College Park	28,335	9,723	38,058
University of Maryland, Eastern Shore	1,127	189	1,316
MASSACHUSETTS			
Massachusetts Institute of Technology	9,140	325	9,465
University of Massachusetts, Amherst	21,849	6,269	28,118
MICHIGAN			
Michigan State University	35,249	8,711	43,960
University of Michigan	31,575	4,048	35,623
University of Michigan, Dearborn	3,420	3,876	7,296
University of Michigan, Flint	2,851	3,454	6,305

APPENDIX B: NASULGC RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Wayne State University	14,527	15,850	30,377
MINNESOTA			
University of Minnesota	28,248	33,975	62,223
University of Minnesota, Duluth	5,764	4,950	10,714
University of Minnesota, Morris	1,850	214	2,064
MISSISSIPPI			
Alcorn State University	2,120	484	2,604
Mississippi State University	10,467	1,478	11,945
University of Mississippi	8,087	1,185	9,272
MISSOURI			
Lincoln University	1,268	1,210	2,478
University of Missouri, Columbia	19,512	4,311	23,823
University of Missouri, Kansas City	6,011	6,477	12,488
University of Missouri, Rolla	4,267	1,649	5,916
MONTANA			
Montana State University	8,664	1,214	9,878
University of Montana	6,434	2,038	8,472
NEBRASKA			
University of Nebraska, Lincoln	17,993	5,476	23,469
NEVADA			
University of Nevada, Reno	5,462	4,487	9,949
NEW HAMPSHIRE			
University of New Hampshire	9,881	2,866	12,747
NEW JERSEY			
Rutgers University, Camden Campus	3,070	2,032	5,102
Rutgers University, Newark Campus	5,014	4,446	9,460
Rutgers, The State University of New Jersey	24,185	8,972	33,157
NEW MEXICO			
New Mexico State University	11,276	2,727	14,003
University of New Mexico	14,592	9,895	24,487
NEW YORK			
CUNY, Bernard Baruch College	9,108	7,479	16,587
CUNY, Brooklyn College	7,486	7,475	14,961
CUNY, City College	7,345	5,603	12,948
CUNY, College of Staten Island	4,663	5,621	10,284
CUNY, Graduate School and University Center	3,173	485	3,658
CUNY, Herbert Lehman College	4,135	5,159	9,294
CUNY, Hunter College	9,039	10,618	19,657
CUNY, John Jay College	4,014	2,830	6,844
CUNY, Medgar Evers College	1,017	1,394	2,411
CUNY, New York City Technical College	5,895	4,194	10,089
CUNY, Queens College	8,421	8,192	16,613
CUNY, York College	2,389	2,092	4,481
Cornell University Statutory Colleges	6,810	1,715	8,525
State University of New York, Albany	12,208	4,011	16,219

APPENDIX B: NASULGC RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
State University of New York, Binghamton	9,465	2,895	12,360
State University of New York, Buffalo	17,154	7,295	24,449
State University of New York, Stony Brook	11,221	3,304	14,525
NORTH CAROLINA			
North Carolina A & T State University	4,853	1,138	5,991
North Carolina State University	16,595	7,426	24,021
University of North Carolina at Chapel Hill	18,763	4,158	22,921
NORTH DAKOTA			
North Dakota State University	7,465	2,769	10,234
University of North Dakota	9,034	1,971	11,005
OHIO			
Bowling Green State University	15,352	2,608	17,960
Kent State University	15,684	5,837	21,521
Miami University	14,484	1,499	15,983
Ohio State University	42,594	10,521	53,115
Ohio University	15,095	1,598	16,693
University of Cincinnati	21,945	14,249	36,194
University of Toledo	13,341	8,398	21,739
OKLAHOMA			
Langston University	1,247	909	2,156
Oklahoma State University	16,735	3,861	20,596
University of Oklahoma	15,596	5,383	20,979
OREGON			
Oregon State University	13,706	1,356	15,062
University of Oregon	14,868	2,820	17,688
PENNSYLVANIA			
Penn State Erie, The Behrend College	2,221	519	2,740
Pennsylvania State Univ. at Harrisburg	1,401	1,688	3,089
Pennsylvania State Univ., Hershey Medical Ctr	417	315	732
Pennsylvania State Univ., University Park	32,235	3,940	36,175
Temple University	19,811	10,620	30,431
University of Pittsburgh	18,103	10,261	28,364
University of Pittsburgh at Bradford	618	375	993
University of Pittsburgh at Johnstown	2,517	629	3,146
PUERTO RICO			
University of Puerto Rico, Cayey Univ. Col.	3,022	299	3,321
University of Puerto Rico, Humacao Univ. Col.	3,239	546	3,785
University of Puerto Rico, Medical Sciences	597		597
University of Puerto Rico, Rio Piedras Campus	12,609	6,989	19,598
RHODE ISLAND			
University of Rhode Island	10,435	4,734	15,169
SOUTH CAROLINA			
Clemson University	11,639	2,226	13,865
South Carolina State College	3,232	877	4,109
University of South Carolina at Aiken	1,486	864	2,350
University of South Carolina at Columbia	16,327	7,619	23,946

APPENDIX B: NASULGC RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
SOUTH DAKOTA			
University of South Dakota	4,779	1,669	6,448
TENNESSEE			
Tennessee State University	4,236	2,776	7,012
University of Tennessee, Knoxville	19,673	6,313	25,986
TEXAS			
Prairie View A & M University	4,313	994	5,307
Texas A & M University	34,754	4,325	39,079
Texas Tech University	18,879	4,685	23,564
University of Houston	16,163	12,744	28,907
University of Texas, Austin	40,063	7,680	47,743
UTAH			
University of Utah	15,451	8,673	24,124
Utah State University	7,636	4,157	11,793
VERMONT			
University of Vermont	8,699	2,562	11,261
VIRGIN ISLANDS			
University of the Virgin Islands	785	1,760	2,545
VIRGINIA			
University of Virginia	16,092	1,384	17,476
VPI and State University	21,392	3,585	24,977
Virginia Commonwealth University	12,284	8,201	20,485
WASHINGTON			
University of Washington	26,864	6,438	33,302
Washington State University	14,992	1,492	16,484
WEST VIRGINIA			
West Virginia University	14,044	3,226	17,270
WISCONSIN			
University of Wisconsin - Madison	36,437	6,931	43,368
University of Wisconsin - Milwaukee	13,478	11,735	25,213
WYOMING			
University of Wyoming	8,520	1,881	10,401

APPENDIX C: NONAFFILIATED RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
ALABAMA			
Troy State University at Dothan	579	1,234	1,813
Troy State University in Montgomery	484	2,001	2,485
University of North Alabama	3,723	1,339	5,062
ARKANSAS			
Southern Arkansas Univ., Technical Branch	354	423	777
University of Arkansas, College of Medicine	531		531
CALIFORNIA			
Naval Postgraduate School	1,755		1,755
San Jose State University	16,064	11,485	27,549
University of Calif., Hastings College of Law	1,346		1,346
University of California, San Francisco	3,681		3,681
University of California, Santa Cruz	8,305	847	9,152
COLORADO			
Colorado School of Mines	1,993	351	2,344
United States Air Force Academy	4,501		4,501
University of Colorado Health Sciences Center	1,261	201	1,462
CONNECTICUT			
Charter Oak College		713	713
United States Coast Guard Academy	876		876
University of Connecticut Health Center	219		219
DISTRICT OF COLUMBIA			
Defense Intelligence College	142	1,054	1,196
GEORGIA			
Medical College of Georgia	1,643	178	1,821
HAWAII			
West Oahu College	196	286	482
KANSAS			
University of Kansas Medical Center	1,894	520	2,414
LOUISIANA			
Louisiana State University Medical Center	2,258	181	2,439
University of New Orleans	9,556	6,553	16,109
MARYLAND			
United States Naval Academy	4,639		4,639
University of Maryland University College	1,321	11,811	13,132
University of Maryland at Baltimore	3,485	1,043	4,528
MASSACHUSETTS			
University of Massachusetts Medical School	531		531

APPENDIX C: NONAFFILIATED RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
University of Massachusetts, Boston	7,460	7,170	14,630
MICHIGAN			
Michigan Tech University	5,556	631	6,187
MISSISSIPPI			
University of Mississippi Medical Center	1,354	58	1,412
NEBRASKA			
University of Nebraska Medical Center	1,792	461	2,253
NEW JERSEY			
Univ. of Medicine & Dentistry of New Jersey	2,373	472	2,845
NEW MEXICO			
New Mexico Institute of Mining and Technology	970	438	1,408
NEW YORK			
NY State College of Ceramics at Alfred Univ.	805	36	841
SUNY College of Optometry	253	9	262
SUNY Downstate Medical Center	1,329	233	1,562
SUNY Health Science Center at Buffalo	2,294	734	3,028
SUNY Health Science Center at Stony Brook	1,288	410	1,698
SUNY Health Science Center at Syracuse	875	99	974
SUNY Maritime College	739	99	838
State Univ. College of Envir. Sci. & Forestry	1,047	410	1,457
United States Merchant Marine Academy	885		885
United States Military Academy	4,468		4,468
OHIO			
Air Force Institute of Technology	875		875
Medical College of Ohio at Toledo	619	145	764
Northeastern Ohio Universities College of Med	388		388
Ohio State University - Marion Campus	623	436	1,059
Ohio State University - Newark Campus	827	490	1,317
Ohio State University, Lima	873	305	1,178
Ohio University - Chillicothe Campus	763	517	1,280
Ohio University - Lancaster Branch	897	778	1,675
Ohio University, Belmont	504	396	900
OKLAHOMA			
Oklahoma State University Tech. Branch	972	2,377	3,349
The Oklahoma College of Osteopathic Medicine	282		282
University of Oklahoma Health Sciences Center	2,252	245	2,497
OREGON			
Oregon Health Sciences University	1,048	234	1,282
PUERTO RICO			
UPR Bayamon Technical University College	3,615	742	4,357

APPENDIX C: NONAFFILIATED RESPONDENTS, FALL 1987

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
TENNESSEE			
University of Tennessee, Memphis	1,660	103	1,763
TEXAS			
Texas College of Osteopathic Medicine	385		385
Texas Tech University Health Sciences Center	707	114	821
U of Texas Health Science Center at Dallas	1,287	120	1,407
U of Texas Health Science Ctr at Houston	1,978	685	2,663
U of Texas Health Science Ctr at San Antonio	1,907	290	2,197
U of Texas Medical Branch at Galveston	1,404	286	1,690
University of Texas at Arlington	12,550	8,619	21,169
University of Texas at El Paso	8,642	5,414	14,056
VIRGINIA			
College of William and Mary	6,239	953	7,192
Virginia Military Institute	1,310		1,310
WEST VIRGINIA			
West Virginia School of Osteopathic Medicine	227		227

APPENDIX D

This section of the report provides methodological notes to the enrollment study's six tables.

Of 575 institutions surveyed, 554 campuses responded. The 1987 four-year public college population estimates in each enrollment category were calculated separately. The same three data sources were used to derive a weighting factor for all category estimates: population data (1986), respondents' reported data (1986), and respondents' reported data (1987). Approximately 64 respondents were surveyed a second time in March 1987 to obtain missing 1986 enrollment data. For institutions not responding to this second survey, 1986 data were estimated from institutionally reported 1985 data.

The 1986 totals may vary slightly from those reported in the 1986 enrollment survey report because of corrections made by institutions to their 1987 survey forms.

This year, two data item definitions proved troublesome in the reporting and editing process. The IPEDS category "non-degree seeking" was included as a data item, replicating the items in the IPEDS fall enrollment survey. **The definition for the non-degree-seeking student is: a student—either undergraduate or graduate—enrolled for credit and not working toward a degree.** The students omitted from this definition are auditing students, enrollees in noncredit adult education or extension courses, high school students enrolled in college courses, and undeclared majors. In previous HEGIS and AASCU/NASULGC enrollment surveys, the non-degree-seeking students had been included in the "unclassified" category.

Unclassified students are now reported in the standard categories of degree-seeking undergraduate and graduate students. Unclassified students are those who cannot be classified in terms of year or level of study.

The experience of the responding institutions with the IPEDS definitions was expected to ensure a minimum of difficulty. The purpose of using identical definitions was to permit comparisons of student categories, and, in most cases, the figures reported for unclassified in 1986 were comparable with non-degree seeking and other enrollments in 1987. However, the required resorting of students according to the new categories proved difficult for some survey respondents. Non-degree-seeking student enrollments were not always available by categories of full-time and part-time students, for example.

The editing process for this year's survey, as a result, involved imputing data for about 25 institutions to distribute the non-degree seeking among the undergraduate and graduate categories. Additional estimates were made for institutions that could not break total first-time freshman numbers into full-time and part-time categories.

Non-degree-seeking enrollments do not appear as a separate category on summary Tables I, III and VI. Instead, they have been included in full-time and part-time totals.

The memberships of AASCU and NASULGC overlap. Therefore, in Table III, the grand totals for each of these groups cannot be added to the nonaffiliated totals to obtain the total number of students as reported in Table I. Non-degree-seeking students are included in the totals of full-and part-time students for each membership group.

APPENDIX E
States in Each Regional Category

New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mid East	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Southwest	Arizona, New Mexico, Oklahoma, Texas
Rocky Mountains	Colorado, Idaho, Montana, Utah, Wyoming
Far West	Alaska, California, Hawaii, Nevada, Oregon, Washington
Outlying Areas	Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, Micronesia

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Code 255 • July 1988